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ABSTRACT

This monograph forms the second part of a project which intends to: (1) provide an historical background of the internship concept in education and other professions, (2) examine the internship as implemented in the 11 original institutions founded under the 1968 Amendments of the Vocational Education Act of 1963, and (3) conduct an in-depth evaluation of the internship at Rutgers, a state university in New Jersey. Since the introduction of the internship in medicine during the late 19th century, other professions have tailored the concept to fit immediate and future training needs. Guidelines for the internship vary with the profession or discipline; however, the principles established by Newell have been widely accepted. The internship is basically viewed as the most efficient and effective method of combining theory and practice while the student is developing competency, preparing to play a differing role, and aspiring to advance in a field of his choice. An annotated bibliography and a list of selected references are included. (AG)

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Final Report

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The Development of the Internship: An Historical Perspective

Part II

Elaine W. House, Editor

and

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June 1972

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PART II

THE DEVELOPMENT OF THE INTERNSHIP: AN HISTORICAL PERSPECTIVE

Introduction

This monograph forms the second part of the project entitled In-Depth Study: The Internship Concept as a Part of the Doctoral Program in Vocational-Technical Education. The purpose of this project was to: (a) provide an historical background of the internship concept in education and other professions; (b) examine the internship as implemented in the eleven (11) original EPDA 552 institutions funded under the 1968 Amendments of the Vocational Education Act of 1963; and (c) conduct an in-depth evaluation of the internship at Rutgers-The State University of New Jersey.

The major portion of this section of the report was written by Florence Mintz, Research Assistant for the project. Elaine W. House, Project Director, suggested the format and edited the manuscript.

The Internship in Other Professions

The Medical Internship

Historically, the medical internship has set the general pattern and tone for all internship programs although its own

reception and role have been less than universal or smooth. A product of the late nineteenth century, medical internship was introduced into the United States by medical students returning from Europe. However, only two or three students out of every hundred finishing medical school at the turn of the century completed a hospital "internship" or "residency" (Davies, 1962). Flexner's (1910) definitive work on medical education proposed the strengthening of the profession through an approach that would give the neophyte doctor practical training under the watchful eye of an experienced practitioner. In 1914, the Council on Medical Education noted the need for establishing standards for hospitals offering the internship and, as consequence, began the publication of yearly lists of hospitals approved for intern training. Another publication of that body Essentials of an Approved Internship (1952) is designed to serve as a guide in setting up internship programs.

Although it is legally impossible to enter medical practice in the United States without completing medical school, no similar legal requirement demands additional field training in almost one-half of the states. Despite the lack of legal impetus, however, the internship in medicine today is both commonly accepted and frequently followed by a more intensive period of training in the form of a medical residency. Standards for the intern-residency training programs are established by the practicing profession through

the American Medical Association; and to have any chance for success, Nelson (1965) comments, approval of the hospital is requisite.

Over the years the cause of the medical internship has been championed, and efforts to make the medical internship a meaningful educational experience have continued unabated. Davies (1962) reports that the best programs assign a specified time for lectures and discussions as well as for pathological, radiological, and physiological conferences. As the internship proceeds, evaluation of the intern's work, knowledge of medicine, his handling of patients, are assessed by the chief of service of the department in which the intern is training. Typically of twelve months duration, the internship experience may be encompassed in a straight, mixed, or rotating program, the last of these being a given period of time in each of the major services or departments of the hospital.

The Hospital Administration Internship

Rex's (1961) study to develop a theoretical construct for the internship pointed out that the internship as a means of training had been proposed in all of the established professions, but its acceptance and use have been "transitory." Formal programs in hospital administration incorporating features which closely parallel the medical internship have

dated from the mid-thirties when the first graduate program was instituted at the University of Chicago. As a rule, similar hospital administration programs insist on one full academic year spent on campus and one full year of internship in an approved hospital under the supervision of the hospital administrator of "preceptor."

According to Long (1970), emulation of a field so closely allied as medicine is, can only be deemed a natural outcome; nevertheless, he concedes that the development of the internship in hospital administration was not without attendant difficulties. Collective endeavor by professional organizations such as the American College of Hospital Administrations and the university programs themselves have produced a set of standards that lend substantive support to the internship. Moreover, Long's (1970) reference to the Dorais (1964) study indicates that the value of the hospital administration internship has gained considerable stature since the 1954 Olson Report. Currently all but three of the eighteen graduate degree programs in hospital administration require some form of internship and generally are at the master's degree level.

The Internship in Social Work

Internships in social work began to appear in the late 1930's as a result of the expanded welfare services in the

wake of the "great depression." Basically predicated on the same rationale as the medical internship, namely, to grant the student an opportunity to gain "real" experience and to learn through practice, the internship in social work does differ in several fundamental respects. Normally, the internship extends for a period of from twelve to fourteen months and is part of the academic preparation. No specific format is associated with the internship since the sponsoring universities have no uniformity of program and the variety of public and private social agencies used furnish disparate kinds of internship possibilities. Although the internship is commonly linked with master's degree programs in social work (Long, 1970; McGrew, 1966), inspection of some undergraduate bulletins discloses a modified version in operation at the paraprofessional preparatory level.

The Internship in Public Administration

The desire to improve the quality of public service administrators fostered the growth of internship programs in public administration during the mid 1930's. American University in Washington, D.C. is generally credited with organizing the first public service internship in 1934. Shortly after the establishment of American University's National Institute of Public Affairs, the Federal Government also initiated an internship program for federal employees.

Development of both these programs has resulted in expansion of the public administration internship at all levels of government--local, state, and federal. New York State is cited as being in the forefront of governmental units that have pursued active development and provision of internship opportunities (Davies, 1962). While the government agency-sponsored internship is usually for a full year, the university-sponsored programs vary from a six-month to a full year requirement. Rex's (1961) assessment of the internship in public administration notes that it is one of the more stable and better organized of the internship programs.

The Internship in Other Career Areas

Legal aid clinics have been utilized as a vehicle for providing law students with appropriate internship experiences. Eschbacher (1965) cites the Duke University Law School as a recognized leader in this field. In like manner Rutgers University pioneered the Labor Intern Program in an effort to attract mature, experienced trade union leaders who could be expected to return to positions of responsibility within their respective unions. Similar intern programs--International Cooperation Administration and International Cooperation of Free Trade Unions--have also contributed to the concept (Kerrison and Levine, 1960).

Among the various professions and career areas that have required or are currently requiring an internship period in the educational training of practitioners, Olson (1970) enumerates those in nursing and the ministry. An assessment of the post-masters internship in Biomedical Librarianship (Pings and Cruzat, 1970) reveals that Wayne State University had originally designed its program in 1967 to allow students the option of formal course work as well as requiring them to participate in supervised work experience, professional development, and individual study. A recent experiment by the City of New York and the College Work-Study Program of the Office of Education involving approximately 1100 students from some fifty colleges and universities in urban agencies during the summer is chronicled by Nash and Nixon (1967). Additionally, government career services other than those engaged strictly in public administration have accepted the legitimacy of internship as a training technique. Two reports (Pound and Slack, 1967; Babcock, 1969) discuss certain aspects of the NASA and Department of the Army Management Intern Programs, respectively.

The Internship in Education

The Master of Arts and 5 Year Programs

Unquestionably the scion of medical internship, educational internship is, unlike its parent, amorphous in

character, definition and design. According to Gardner (1968) the roots of the teaching internship reach back into the nineteenth century. Placing the development of internships in teacher education into historical perspective, he concludes that it may be divided into three eras: 1900-1930, 1930-1940, and 1940-1967. Brown University in Rhode Island is credited with founding the first recognized internship although student teaching has been referred to as a well established practice in the 1860's. Based on the tenets formulated by the National Society of College Teachers, the Brown University program is also credited with the creation of the basic design for most current five year internship programs in secondary education.

One of the earlier attempts to furnish the prospective teacher with additional clinical experience in a five-year program began in 1919 at the University of Cincinnati. Despite the difficulties encountered, differing versions of the five-year program did develop over the following decades. Principal variations noted consist in the manner of integrating the sequence of academic instruction with the internship experience and the level of degree obtained as a result of the program (Shea, 1968).

The Master of Arts in Teaching (M.A.T.) is generally conceded to have been initiated by Harvard University in 1936 under the aegis of James M. Conant, then president of

the University. However, there is some evidence in the literature that the schema had already been proposed (Cartwright, 1961; Shea, 1968). In fact, Teachers College of Columbia University claims to have instituted a graduate teacher education program for liberal arts majors in the 1920's. Fundamentally, most M.A.T. programs require four years of liberal arts studies with a strong academic major. The fifth year consists of professional courses or seminars, academic specialization at the graduate level, and an internship (Gardner, 1968).

Other graduate internship program arrangements extend the professional laboratory experience for the teacher candidate. Their design is primarily intended to afford the student an opportunity to assume greater responsibility than was possible during the student teaching experience. Interns are usually placed in local schools for one semester of a full academic year and receive a salary proportionate to that of a beginning teacher. Teaching loads vary from one-half to four-fifths the full-time load (Gardner, 1968; Shea, 1968; Stone and Robinson, 1965).

A number of internship programs in teacher education have been established at the undergraduate level. Corman and Olmstead's (1964) description of the former five-year Michigan State Student-Teacher Education Project (STEP) emphasized that the essential distinction of this program

lay in the fact that the internship was embedded within the five-year program. As with the internship programs at the graduate level, variations of the undergraduate five-year plan have also developed. Normally, the baccalaureate degree and certification are awarded upon completion of the sequence.

Studies of the extent of internship programs in teaching have been completed by Dyer (1968) and the Association for Student Teaching (Schloerke and Czajkowski, 1968). Results of the Dyer study, which surveyed the schools accredited by the North Central Association, indicated that fifteen per cent of the respondents provided internship programs. Review of the response to the Association survey showed that a majority of the fifty-one institutions operating internship programs were in state supported institutions and were post-baccalaureate or fifth-year programs.

Faculty and Advanced Degree Internships

Interest in faculty internships on the college level has assumed added dimensions within recent years. Brown University, in the mid 1950's, initiated an internship for candidates who held the Ph.D. but had no previous experience (Goodman, 1965). Eight colleges established college faculty internship programs in 1953 at the invitation and expense of the Fund for the Advancement of Education (Birkholz, 1969). During the summer session of 1960 and for several summers thereafter, the City

College of New York conducted a college teaching internship with the assistance of a Carnegie grant. For the most part the program dealt with correct techniques of class visitation and supervision and with the procedures and methods of supervisory conferences (Middlebrook, 1961). In 1959 the State University of New York acceded to a request by the Maritime College to establish a pilot project in intern instructorships for beginning college teachers. As originally conceived, the program was designed for graduate students working toward the Ph.D. who had no previous college teaching experience but who intended to make a career of college teaching (Goodman, 1965).

Staffing the rapidly growing community colleges has posed many problems, not the least of these being the recruitment of faculty equipped to meet the challenges of a student body with diverse needs, orientations, and academic skills. Several institutions have addressed themselves to providing viable solutions through the internship with the assistance of grants from the Ford and W. K. Kellogg Foundations. Notable among these have been the joint endeavor between the University of Southern Illinois and the Junior College District of St. Louis and St. Louis County, a Ford Project Internship Program and the cooperative effort between the University of California at Berkeley and the San Francisco Bay Area Junior Colleges. Interns in the University of

Southern Illinois program spend one semester working with experienced faculty in the specialty and teach a partial load. Additionally, the intern receives field assignments in industry, business, and professional areas to gain a better understanding of job needs and requirements (Birkholz, 1969; Miller, 1970).

Concern with urban problems and persistent demands for more relevant teaching methods have culminated in adaptations of the internship concept. Temple University (1970) has reported on a program calculated to prepare teacher-trainers in order to create conditions in inner-city schools that will enable children to learn. Major emphasis has been focused on the internship and community involvement. Stated objectives include the recruitment of young educational leaders, especially those from "minority groups," to serve in curriculum and instructional roles in teacher education.

The brief experience with the professor internship in educational administration originated in 1951 through the efforts of the Cooperative Program in Educational Administration, Middle Atlantic Region (CPEA-MAR) with the financial support of the W. K. Kellogg Foundation. As described by Davies (1962), the impetus for experimentation with the professor internship developed from a follow-up study of doctoral graduates of Teachers College, Columbia University who had majored in general administration of school systems

from 1935 to 1945. It was determined at that time that approximately one-half the graduates went into professorships rather than the administrative positions for which they had been prepared. Since no apparent effort was being made to differentiate between preparation programs for the professor or for the administrator, the internship was devised as a means of providing realistic practice for the former. Selection and preparation procedures undertook to identify capable persons, to develop teaching and other competencies, and to provide "on-the-job training." Unfortunately, the professor internship in educational administration did not receive widespread acceptance, and it is not known whether any such programs are presently in existence.

Internship in Administration

Generally speaking, implementation of the internship approach in educational administration belongs almost completely to the latter half of the twentieth century. Unlike the precedent set for the teaching internship by student teaching programs, Wheaton's (1950) study revealed that only two universities had instituted an internship program prior to 1947. Long (1970), however, comments editorially that the question of who initiated the first internship program in educational administration remains in doubt primarily because the profession had trouble defining the work "internship." Although some evidence exists in the literature that

other institutions had availed themselves of the practice of placing interns in administrative posts, most accounts usually credit the University of Chicago with originating the first internship program in educational administration in 1933, the same year it inaugurated an internship program in hospital administration.

Despite temporary setbacks, acceptance of the internship has gained momentum as a vehicle for providing a "hands on" experience. As more students pursue graduate study early in their career, the need for experience in the field has become more evident; hence the internship has assumed another dimension. This, in turn, has prompted evaluation of the role of the internship as a means for developing selected competencies. Miller's (1970) study of this problem in adult education has concluded that the internship experience has the potential to make a major contribution particularly when the adult educator has no or limited previous experience. The study recommended that the internship be provided as a regular feature of any university program offering a graduate degree in adult education and that internship follow-up be conducted to strengthen present and future programs.

According to Davies (1962), the first annual meeting of the National Conference of Professors of Educational Administration (NCPEA) in the summer of 1947 at Endicott, New York gave substantial encouragement to the spread of the

internship concept. Discussion of the University of Chicago and University of Omaha experiences with internships gave rise to the formation of "interest groups" with the result that five universities adopted the approach during the 1947-1948 academic year. Another stimulus for the expansion of internship programs came with the founding of the Cooperative Program in Educational Administration (CPEA) in 1950, financed by a $7,000,000 grant from the W. K. Kellogg Foundation. Eight university centers administered a nation-wide program to improve programs for selecting and preparing school administrators as well as the continued in-service development of practitioners.

With the appearance of Newell's (1952) manual on how to establish and conduct internship programs in educational administration, the extent of growth in internship programs became evident in the literature. In 1958,the CPEA-MAR Center at Columbia College published an in-depth study and evaluation of the developmental efforts of the "internship experiment" entitled An Appraisal of the Internship in Educational Administration (Hooker, 1958). Among the areas scrutinized by the eight member institutions were the effects of the internship on the intern, the cooperating university, and the sponsoring field agency and administrator. Results of the study demonstrated that the interns involved had had considerable success in advancing into administrative positions and were,

on the average, receiving a higher median salary at the conclusion of the internship. Despite the termination of the Middle Atlantic Region internship in 1958, individually or jointly-sponsored college and university administrative internship programs have continued to be maintained.

Interest in the administrative internship has generated a number of studies and articles in the professional literature. The University of Pittsburgh (1969) has recorded the progress made toward the improvement of the administrative internship program in an attempt to keep pace with the educational scene. One of the particular concerns was the expansion of the program to meet the demands of urban crises by extending internship opportunities to include urban centers. Recent inquiries by Eschbacher (1965) and McGrew (1966) have concluded that an increasing number of colleges and universities are contemplating the use of the internship in their administrative programs. Olson's (1970) status study of the fifty-three member institutions of the UCEA (University Council for Educational Administration) has determined that 45 offered the internship opportunity and that all planned to include the internship within five years. Reports on the ACE (American Council on Education) Internship Program have concentrated on the evaluation and selection procedures for Fellows, background characteristics of interns, evaluations at home institutions, and post-internship

follow-up (Creager, 1971b). Interns were practically unanimous in lauding the professional value of the experience while the host institution expressed general satisfaction and approval of the program (Creager, 1971a). Results of a Career Status Follow-Up disclosed a high intrinsic correlation between the selection and participation in the program as a Fellow and the early attainment of an administrative post (Creager, 1971b). In his assessment of changes in perceptions occasioned by interns' participation in an administrative internship at the University of Texas, Austin, Long (1970) not only found that the internship met or exceeded interns expectations but that interns' dissatisfactions were in areas that could be controlled by the sponsoring university.

Guidelines for the administrative internship vary with each of the sponsoring institutions, however, most programs have hewed to the general precepts established by Newell (1952). Ramseyer (1963) has cited some normative assumptions that can be made relative to the internship: (1) the internship extends over a full academic year and (2) it maintains a ratio of about four days work off-campus to one day of formal study in a university setting. Eschbacher's (1965) findings have revealed that most authorities in the field of higher education would select an intern for field experience after the master's degree but before the doctoral degree had

been conferred. Moreover, they have that the intern should receive adequate remuneration for his services. It may be of interest to note, however, that McGrew (1966) has determined that practices concerning the selection of interns, credit for the internship, course/work internship integration, placement of the internship in the academic program and supervision have remained, to differing degrees, undecided or unresolved for the internship in general.

Internship in Educational Research and Related Areas

In retrospect, the internship in educational research has not appeared to have achieved the status in the professional literature as either the internship in teaching or in educational administration. Nevertheless, there is evidence that the internship has been utilized to contribute to research training programs at all levels of educational attainment. The shortage of trained personnel has, in some instances, provided the impetus for establishing a research internship. In at least one case, the avowed purpose of the program was to gain meaningful assistance from the research interns in furthering the research and development activities within the department sponsoring the internship (Michigan State Department of Education, 1970).

Selection and training procedures in individual programs have followed the general pattern set by the other educational internship programs. Interns have combined practical work experience in a variety of research areas under the supervision of qualified researchers and/or consultants with their academic studies at the graduate or post-doctoral level. Practices relative to the remuneration of the intern and the length of the internship have not been standardized; however, the academic year has usually been the basis for the determination of length.

Recent evaluations of experimental programs employing the internship approach have tended to assess the results in positive fashion. However, Stecklein's (1967) summary of the post-doctoral internship in research has revealed a need for closer articulation between the host and home institution. Intern and mentor response has shown that more consideration must be paid to the allocation of supervisory time if the internship is to be of value. Similarly, the University of Illinois' experiment with the internship in dissemination (Simmons, 1970) has recommended that interns have a better chance for success in programs where the host institution has adequate staff to allow the supervisor to spend the needed time with the intern. Thus, the lack of structure in the internship experience is viewed as an administrative problem and not as endemic to the internship concept.

The Internship in Vocational-Technical Education

The New York State Program

Intensive training programs to prepare administrators and educators in vocational-technical education have also featured the internship component. Spurred by both state and federal efforts to extend vocational-technical education, the newly formed leadership training programs adopted the internship approach to facilitate the integration of theory and practice. One such early attempt conducted by the State of New York is recounted by Law (1967). Selection of the "instant administrators" who participated in the Vocational-Education Leadership Graduate Program (VELGP) was made on the basis of certification and experience. Training consisted of three phases: campus instruction, field visitations, and the internship. Intern administrators were instrumental in organizing new area programs of vocational education in sections of the state that had not previously been served.

Programs of Other Institutions and Agencies

Other projects concerned with the development of persons for leadership positions have also concentrated on the internship phase. In their study of the first University of Michigan Leadership Development Project in Vocational-Technical Education, Wenrich and Hodges (1966) have noted

that both the control and experimental groups participated in a one-year internship. The internship program was designed to provide them with directed experiences and interns were involved in numerous activities of an administrative and supervisory nature. A tentative evaluation of the project disclosed that most participants gave an unqualified recommendation to the internship. In like manner, the internship phase of the University of Georgia's Vocational Education Leadership Training Program (Racster and Tolbert, 1969) was accorded general approval by the participants in the 20 month program. Evaluation of the program's accomplishments determined that interns were better able to handle leadership positions and that their training endowed them with the understandings, skills, and knowledges necessary for planning and operating programs of vocational education.

Short-term internships have also been employed to furnish beginning vocational teachers with a first-hand knowledge of industry-related occupational experiences. Stitt (1970) has indicated that programs of this nature should coordinate state supervision activities, industry participation, and teacher education more effectively. Additionally, participants have reported a higher degree of confidence in their level of competency than the average of non-participants.

Formally structured graduate programs in vocational-technical education have endorsed and encouraged the internship concept. Although approaches and guidelines may differ with the individual institution, the same general outcomes or benefits have been anticipated. Broadly defined, the internship in vocational-technical education is expected to involve all facets of the program and all vocational services (Shoemaker, 1966). As a consequence, it has been felt that the internship in vocational-technical education can hold greater implications for encompassing the full range of educational activities, both inside and outside of the institutional setting, than the more narrowly conceived role of its predecessors.

The rationale for including the internship in advanced degree programs of vocational-technical education has transcended the purely utilitarian aspect. It has also been seen as a viable means to expand the liberal education of vocational and technical educators. Schaefer (1966), in proposing the internship for advanced degree candidates (Doctorate of Education) majoring in vocational-technical education at Rutgers University commented:

> . . . advanced degree candidates at any level of teacher education need to study a number of things that a person seeking only competency in subject matter such as engineering need not study. These are of course, matters related to pedagogy. A number of vocational and technical advanced degree programs at teacher education institutions are now

> busy offering instruction in pedagogy. However, their approach is largely of a formal type and not intrinsically connected with the problems that the advanced degree seeker will actually face once he is either teaching college courses or administrating at the local, state or national level. . . . These experiences (the internship) would be used for both broadening and focusing the horizons of the candidates. (p. 6,7)

With the spread of the internship concept at the advanced degree level in vocational-technical education, other inherent values have been identified. Participants in the Colorado State University internship program have acknowledged that the internship affords unique possibilities to cement ties between academia and the world of agriculture, business, and industry (Larson and Blake, 1971; Larson and Green, 1971). Among those designated as having special impact for educators are: (1) it can provide a method for in-service teachers to keep in step with rapidly changing technologies in agriculture, business and industry; (2) it can serve to improve communication and strengthen mutual respect between education and the market place; and (3) it can act as a vehicle for individuals wishing to test the vocational-technical field as a transition occupation from agriculture, business or industry.

Appraisal of the internship as a component of advanced degree programs in vocational-technical education has also directed attention to the distinguishing characteristics of the practicum and internship experiences and the nature of appropriate activities for both. In a paper delivered at

the National Center for Vocational Education, Ohio State University, Bjorkquist (1971) has made the following distinction between the two:

> Internships and practicums may both be characterized by their adherence to the reality of problems faced by practitioners. The internship places the leader in the situation where these problems occur. In doing this the problems occur as they would in the more or less normal happening of the job. Little control is exercised over the problems faced by the learner in terms of the sequence or difficulty of the problems. In a practicum situation the experience is contrived, the problems are placed before the student in a planned sequence, and the practicum system provides for feedback to the student so that he may judge his reaction to the problems about which he made decisions. (p. 4)

Within this frame of reference only general guidelines have been generated thus far; nevertheless, the status accorded the internship has generally been recognized as requiring a higher level of competencies, more sophisticated kinds of experiences differing in degree of realism, greater responsibility for decision-making, and financial remuneration.

Summary

Since the introduction of the internship in medicine during the late nineteenth century, other professions have tailored the concept to fit immediate and future training needs. Guidelines for the internship vary with the profession or discipline; however the principles established by Newell have, in general, been widely accepted. Basically,

the internship is viewed as the most efficient and effective method to combine theory and practice while the student is developing competency, preparing to play a differing role, and aspiring to advance in his or her chosen field.

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Bjorkquist, David C. "The Nature of Appropriate Internship and Practicum Activities for Advanced Study Programs in Vocational Education." Paper presented at the Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, April 12-14, 1971.

A discussion of when and how internships and practicums should be used. The differences in the kinds of appropriate experiences for both and their implementation and management are delineated.

Corman, Bernard E., and Olmstead, Ann C. The Internship in the Preparation of Elementary School Teachers. A Description and Analysis of a Program. East Lansing: Michigan State University, College of Education, 1964 (ERIC Document, ED 030 612).

The development of the experimental Student Teacher Education Program (STEP) at Michigan State University is traced from its inception. Now designated as the Elementary Intern Program, it has undergone modifications and has become part of the regular training for elementary teachers.

Creager, John A. Evaluation and Selection of Academic Interns: 1967-68. Washington, D.C.: American Council on Education, Office of Research, 1971 (ERIC Document, ED 050 687).

A report on the third year groups. It includes a discussion of selection and evaluation procedures, background characteristics of groups, evaluations by home institutions, nominee evaluation process, and immediate post internship follow-up studies and compares third year groups with those from the first two years.

_____. Goals and Achievements of the ACE Internship Program in Academic Administration. Washington, D.C.: American Council on Education, Office of Research, 1971 (ERIC Document, ED 051 775).

A report on the findings of the Career Status Follow-Up Study conducted by the American Council on Education in connection with its internship program to improve the

quality of persons available for key academic positions. The results indicated that the internship experience provided Fellows with opportunities to develop their potential so that they rapidly achieved career status as academic administrators.

Dyer, Prudence. "Teacher Internship Programs in NCA Institutions." North Central Association Quarterly, 1968, 43: 229-233.
The results of a study on the use of the teacher internship by member institutions of the North Central Association. Conclusions drawn indicated that an increasing number of institutions would organize teacher internship programs and that guidelines for the internship experience should be developed.

Davies, Daniel R. The Internship in Educational Administration. New York: The Center for Applied Research in Education, Inc., 1962.
An overview of the internship which presents suggestions for the implementation and operation of internship programs. The volume contains an excellent synthesis of the literature relative to the internship in educational administration.

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experience opportunities be provided as a regular feature of any university program offering a graduate degree in adult education.

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A manual for establishing and conducting internship programs in educational administration. This widely cited source contains guidelines and policy statements for implementing internship programs.

O'Brian, John L. "An Evaluation of the Professorial Internship in Educational Administration." Unpublished doctoral dissertation, The Pennsylvania State University, 1963.

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The report of a study to determine the status of administrative internships in 1967-68 at UCEA universities. It also deals with university supervisors' perceptions of the future of the administrative internship and the role of the internship in the future preparation of school administrators.

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A rationale for including the internship component in an advanced degree program in vocational-technical education at Rutgers University. The paper traces the evolution of the internship and argues for its inclusion at the doctoral level as a means of both broadening and focusing the horizons of the candidates.

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Shoemaker, Byrl R. "Considerations in the Development of a Doctorate Major Program in Vocational-Technical Education." In John L. O'Brian (Ed.), The Advanced Degree and Vocational-Technical Education Leadership. New Brunswick: Rutgers University, Department of Vocational-Technical Education, 1966.

The considerations include the need for preparing youth and adults for the world of work, the contributions that can be made to vocational education by other disciplines, and how best to prepare vocational education leaders. The author suggests that an internship or the equivalent in evaluated prior experiences be incorporated in a doctoral program.

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A report on the graduate internship program at Berkeley detailing recruitment and selection procedures, curriculum, and a follow up of the mobility and permanence of the interns as teachers. The first six years of the program which began in June, 1956 are examined.

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A brief examination of a program to train doctoral candidates for leadership roles in urban education. The program which emphasizes school and college internships and community involvement seeks to recruit and prepare candidates, particularly those from "minority groups," in English Education, Mathematics Education, Social Studies Education, and Science Education

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An account of the progress made toward the improvement of the administrative internship during the 1968-69 school term. It includes guidelines and policy statements for the intern and a proposal that would move black school people into educational administration.

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